



**General Certificate in Education**

**A2 History 6041**

**Alternative Q Unit 6W**

**Mark Scheme**

*2008 examination – June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## **CRITERIA FOR MARKING GCE HISTORY:**

### **A2 EXAMINATION PAPERS**

#### **General Guidance for Examiners**

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#### **A: INTRODUCTION**

The AQA's A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

**B: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS**

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

**Level 1:*****Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

***Or***

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

**Exemplification/guidance**

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

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**Level 2:*****Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

***Or***

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

**Exemplification/guidance**

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

**Level 3:**

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

**Exemplification/guidance**

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

#### **Level 4:**

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

#### **Exemplification/guidance**

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

#### **Level 5:**

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

#### **Exemplification/guidance**

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

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**C: DECIDING ON MARKS WITHIN A LEVEL**

***These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.***

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: "What precise mark should I give to a response *within* a level?". Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
  - generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid "double jeopardy". Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

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**June 2008**

**Alternative Q: Britain, 1815–1914**

**A2 Unit 6: Britain and the Scramble for Africa, 1880–1895**

(a) Use **Source A** and your own knowledge.

Assess the validity of the view in **Source A** about the importance of international rivalry in influencing British expansion in West Africa in the years 1880 to 1895. (10 marks)

*Target: AO1.1, AO2*

- |     |  |             |
|-----|--|-------------|
| L1: | Summarises the content of the extract and the interpretation it contains.  | <b>1-2</b>  |
| L2: | Demonstrates understanding of the interpretation and relates to own knowledge.   | <b>3-5</b>  |
| L3: | As L2, and evaluation of the interpretation is partial.  | <b>6-8</b>  |
| L4: | Understands and evaluates the interpretation and relates to own knowledge to reach a sustained and well-supported judgement on its validity. | <b>9-10</b> |

**Indicative content**

The source links international rivalry and the pressure brought by Goldie as the key 'Man on the Spot'. The source is clearly more valid for the period before the West Africa Conference of 1885 which established the rules for effective occupation. The source illustrates the links used by Cain and Hopkins to support their theory of Gentlemanly Capitalism. The source refers to competition with the French and therefore does not deal with either Belgian expansion in the Congo or the growing presence of Germany which led to Anglo-Portuguese Treaty designed to ensure neither of the former powers could gain control of the mouth of the Congo. The demand for palm oil and the need to keep costs low are not mentioned directly but are implicit in the reference to Goldie.



(b) Use **Source B** and your own knowledge.

How useful is **Source B** as evidence about British policy in South Africa in the years 1880 to 1885? (10 marks)

*Target: A01.1, A02*

- L1: Summarises the content of the extract in relation to the issue presented in the question. **1-2**
- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. **3-5**
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well-supported judgement. **9-10**

### Indicative content

The most effective answers will focus on the fact that the second part of this source is very useful in encapsulating the feelings of the reluctant imperialists who dominated Gladstone's ministry in this period. Men like Gladstone and Derby had no desire to expand British interests in South Africa but did not want the Boers, who had defeated the British at Majuba, to pursue an independent foreign policy. Prior to the West Africa Conference in 1885 the British were content to follow a policy of informal Empire. This source therefore is very useful in understanding the official metropolitan view, but it does not reflect the views of men such as Rhodes who favoured a more forward policy or mention the concerns of the Gentlemanly Capitalists who wished to expand British commercial interests in South Africa. As Colonial Secretary, Derby is in a very good position to know about policy but he reflects his position on the moderate wing of the government which reflected the broad sentiment of Liberal backbenchers. The first part of the source provides evidence of the difficulty experienced by successive colonial secretaries in managing 'proconsuls' at the end of a long telegraph line. Milner had led Britain into conflict under Disraeli and the Liberals were now picking up the pieces of the Conservative failures.

- (c) Use **Sources A, B, C and D** and your own knowledge.

'The most important factor in Britain's involvement in the Scramble for Africa in the years 1880 to 1895 was "The Man on the Spot".'  
Assess the validity of this view. (20 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***  
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.
- Or***  
Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

### Indicative content

The 'Man on the Spot' is one of the key theories regarding the Scramble for Africa and candidates can offer a wide range of own knowledge regarding the importance of men such as Goldie, Rhodes and Evelyn Baring. Stronger candidates will argue that the influence of 'Men on the Spot' varied in importance; many will see Rhodes in South Africa as the most important example with Goldie in West Africa as the next most influential. Source A related to both Men on the Spot with the reference to Goldie and the theory of Gentlemanly Capitalism with the involvement of Lord Aberdare. This source parallels Source C in referring to international rivalry but focuses on France rather than Germany. The second part of Source B offers the official metropolitan view and therefore is a counterpoint to the proposition. The tension between this statement and the first part of Source B may be used by candidates to emphasise the difficulty in disentangling one factor from the others. Stronger candidates are likely to point out that after 1885 this cautious approach of Derby's is going to be replaced by Salisbury whose government will support Rhodes in opposition to German expansion and later that Chamberlain as Colonial secretary will give active support to the Jamieson raid. Source D is by Cain and Hopkins who are the main protagonists of the Gentlemanly Capitalist view of expansion and this passage can be used to argue that the Men on the Spot were only supported when they were seen as

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supporting City interests. Rhodes, Baring and Goldie had very clear links to the City and Lord Aberdare was a favoured channel for colonial lobbyists trying to gain the ear of government. Source C refers to the impact of strategic concerns and international rivalries. The reference to the British East Africa Company links Mackinnon, Johnson and Holmwood who had all been arguing for investment in East Africa as Men on the Spot. The end of the source refers to Rhodes and therefore links government to the Man on the Spot in South Africa.

Candidates cannot reach Level 3 without referring to the abundant historiography on this topic and Level 4 requires the conclusion to make explicit reference to historiography. Stronger responses will offer a wider knowledge of other perspectives such as Marxist historiography and the importance of popular imperialism and missionaries. The candidates can also show extensive own knowledge on expansion in Egypt which is only directly covered in Source C by reference to the Upper Nile.